

AIMS

The purpose of this policy is:

- To inform all staff, parents and governors about the school's responsibilities
- To emphasize that safeguarding and promoting the welfare of children is **everyone's** responsibility and that all staff should consider, at all times, what is in the best interests of the child.
- To enable everyone to understand clearly how these responsibilities should be carried out
- To follow the procedures contained in "Keeping Children Safe in Education" (Statutory Guidance for Schools and Colleges DfE – September 2016)

The Policy, including an update and review of procedures and their implementation, is reviewed at least once a year and updated and amended as necessary by the School DSLs, Headmaster and Governor responsible for Child Protection issues in line with KSCB arrangements. Historically the School has a good record of working with local agencies and to implement child protection policies through effective communication and cooperation. The safeguarding duties remain the responsibility of the proprietor group who will direct the Headmaster and the SMT to ensure that **all staff** read at least Part 1 of this guidance, and these persons should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of this guidance.

The governing body will employ an annual review of safeguarding. Minutes are available in hard copy in the school Child Protection Folder situated in the Headmaster's study. See the end of the policy for the next review date.

The Policy covers all types of abuse: Physical, Neglect, Emotional, Sexual, FGM. There is a separate policy regarding bullying. See [Anti-Bullying Policy](#).

The Policy extends to accommodation the school arranges off-site i.e. activity weekends and residential trips.

DESIGNATED TEACHER FOR CHILD WELFARE AND PROTECTION

The school has designated one senior member of staff, Rebecca Saxby, to take specific responsibility for child protection matters in the school. All matters related to Child Welfare and Protection should be discussed with the Designated Safeguarding Leader.

Rebecca Saxby:	Designated Safeguarding Leader (DSL)
June 2007:	Child Protection Training (Parts 1 and 2) (and updated in February 2011)
October 2010:	Module 1
June 2011:	Module 2
October 2011:	"Working Together to Safeguard Children"
June 2013:	Child Protection and New Technology: E-Safety for Designated Persons including Essential Child Protection Update for Designated Person
June 2015:	Child Protection Training Updated
March 2016:	Channel General Awareness Module (College of Policing)
June 2017:	Child Protection Update for Designated Person

Bill Jones:

February 2011:

November 2011:

June 2013:

June 2015:

June 2017:

Headmaster (and Deputy DSL)

Child Protection Module 1

Module 2

Designated Child Protection Coordinator Refresher

Child Protection Training Updated

Child Protection Update for Designated Person

Carol Clarke:

October 2013:

July 2015:

March 2016:

May 2017:

Early Years DSL.

Child Protection Training (Part 1)

Child Protection Training Updated

Channel General Awareness Module (College of Policing)

Child Protection Update for Designated Person

Tanya Lee:

KSCB:

School Governor (with interest in Safeguarding)

Kent Safeguarding Children Board: see back of policy for contact numbers.

SCHOOL PROCEDURES

- If any member of staff is concerned about a child s/he must inform Rebecca Saxby, Bill Jones or Carol Clarke
- The member of staff must record information regarding concerns on the same day.
- The DSL will decide the appropriate action (in conjunction with the Headmaster as necessary), including whether the concerns should be referred to the Kent Safeguarding Children Board. Within the EYFS the school must notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere)
- If a referral is made to Social Services, the Headmaster will submit a written report of the concerns to the social worker within 48 hours
- Particular attention will be paid to the attendance and development of any child who has been identified as “at risk” or who has been placed on the Child Protection Register
- If a pupil who is known to be on the Child Protection Register changes school, the Headmaster will inform the social worker responsible for the case and transfer the appropriate records to the receiving school
- If a child is in immediate danger or is at risk of harm, a referral should be made to Children’s Social care and/or the police immediately. Anyone can make a referral and where referrals are not made by the DSL, the DSL should be informed as soon as possible thereafter.
- Anyone can report any concern or allegation about school practices or the behaviour of colleagues, volunteers or visitors which are likely to put children at risk or other serious harm **directly** to National Care Standards or to the local authority - Kent Safeguarding Children Board (**without** having to go through the DSL or the Headmaster).
- Allegations against Staff Tel: 03000 410888
- Concerns about a Child Tel: 03000 411111
- Out of Hours Tel: 03000 419191

WHEN TO BE CONCERNED

Staff members working with children are advised to maintain an attitude of “**it could happen here**” where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act **in the best interests of the child.**

Staff should be concerned about a pupil if s/he:

- Has an injury which is not typical of the bumps and scrapes normally associated with children’s injuries
- Regularly has unexplained injuries
- Frequently has injuries (even when reasonable explanations are given)
- Gives confused or conflicting explanations on how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his/her age
- Discloses an experience in which s/he may have been significantly harmed

ACTION

The key points to follow if you suspect, or are told of abuse:

1. Always **stop** and **listen** straight away to someone who wants to tell you about incidents or suspicions of abuse. Do not display shock or disbelief
2. Accept what is being said
3. Allow the child to talk freely
4. Write brief notes of what they are telling you while they are speaking (or as soon as possible afterwards). Keep these notes (it's what you wrote at the time that may be important later, not a tidier, improved version of it.)
5. Reassure the child but do **not** give a guarantee that you will keep what is said confidential or secret. You have a responsibility to tell the right people to protect the child. Explain that you need to tell the people who can sort it out, but that you will **only** tell people who absolutely have to know
6. Reassure the child that what has happened is not his/her fault
7. Stress that it was the right thing to tell
8. Don't ask leading questions that might give your own ideas of what might have happened (e.g. "did he do X to you?" Ask questions like "What do you want to tell me?" or "Is there anything else you want to say?"
9. Do not criticise the alleged perpetrator
10. Tell the child what has to be done next and who has to be told
11. Immediately tell the designated teacher (unless they are themselves accused or suspected of abuse. See Allegations Involving School Staff). Do **not** tell other adults or young people what you have been told
12. Discuss with the person in charge whether there are any steps that need to be taken to protect the person who has told you about the abuse
13. **Never** attempt to carry out an investigation of suspected abuse by interviewing people – Social Services and the Police are trained to do this – you could cause damage and spoil possible criminal proceedings

Enacting this policy is important to differentiate between the safeguarding of children who are likely to be in imminent danger of harm or have already suffered harm and those who are in need of additional support from one or more agencies. The former group should be referred immediately and their case reported to Children's Social Care. The latter cases should lead to inter-agency assessment using local processes such as the "Common Assessment Framework" (CAF) and "Team Around The Child" (TAC) approaches. Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, there is no suggestion in this policy that their consent is required for a referral when there are reasonable grounds to believe that the child is at risk of significant harm.

LOOKED AFTER CHILDREN

The school will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by the local authority. A designated member of staff will have responsibility for their welfare and progress and has up to date assessment information from the local authority, the most recent care plan and contact arrangements with parents. At Spring Grove it is unlikely to have children in this category.

RECOVERY PLAN FOR CHILDREN OR STAFF

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff should therefore consider seeking support for him/herself and discuss this with the Headmaster.

As every case will be handled with confidentiality (as far as is possible), any child should be able to continue at the school, confident that any incident is not general knowledge. The same will apply for a member of staff in case of resuming work after an accusation. Counselling will be offered and organised.

RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those discussions should be recorded in writing and kept on file in the locked Child Protection cabinet.

When a child has made a disclosure the member of staff should:

- Make brief notes during or as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place
- Record any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions
- Remember never to ask leading questions and never try to interview people.
- Confidential records will be kept in the locked filing cabinet in the DSL's classroom (EY records are kept in the locked cabinet in the EYDSL's office).

CONFIDENTIALITY

Child Protection raises issues of confidentiality which must be clearly understood by all staff in the Education Service. All staff and volunteers, both teaching and non-teaching, have a responsibility to share relevant information regarding the protection of children with other professionals, particularly the investigative agencies (Kent Safeguarding Children Board and the Police). If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively, that s/he has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work, should share that information only within appropriate professional contexts. Child Protection records should be kept securely locked. Spring Grove records are kept in the locked cabinet within the DSL's classroom.

ALLEGATIONS INVOLVING SCHOOL STAFF

If an allegation is made against members of staff, volunteers working with the children or the Headmaster at Spring Grove, all unnecessary delays should be eradicated. The school will not undertake its own investigation of allegations without prior consultation with the local authority designated officer or LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, a discussion with the LADO(s) can be held informally and without naming the school or individual.

It should be clear that all allegations are to be reported straight away to the DSL (Rebecca Saxby), EYDSL (Carol Clarke) who will inform the Headmaster. In the absence of the Headmaster, a report should be made to the Chairman of Governors. If the Headmaster, the DSL or the EYDSL was the subject of the allegations then a report should be made directly to the Chairman of Governors, without informing the person against whom the allegations have been made (the Headmaster, DSL or EYDSL). The contact

number of the LADO is found at the beginning and end of this policy document and is posted in the staff room, kitchen and school office.

The LADO should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police. Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The school will give due weight to the views of the LADO and to the policy when making a decision about suspension.

The school will report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

The school will make a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had s/he not resigned) and a prohibition order may be appropriate, for reasons such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

Our Staff Code of Conduct provides guidance on staff-pupil relationships and communications including social media so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil. We pay particular attention to one-to-one tuition, music, performing arts or sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on.

Whistleblowing procedures

We have clear whistleblowing procedures suitably referenced in staff training and codes of conduct. The key principles can be summarised as follows:

- Our school has a culture of safety and of raising concerns about poor or unsafe practice
- We have a culture of valuing staff and of reflective practice
- There are procedures for reporting and handling concerns, provision for mediation and dispute resolution where necessary
- Training and support are provided for staff
- There is transparency and accountability in relation to how concerns are received and handled.
- The NSPCC whistleblowing helpline is available for staff members who do not feel able to raise concerns regarding child protection failures internally: 08000 280285 (8am – 8pm. Monday to Friday). Email: help@nspcc.org.uk

Safer Recruitment

Members of staff, including the Headmaster, have received specific training in Safer Recruitment practices. At least one person on any formal interview panel will have received such training. At all stages of the recruitment process, including:

- Advertising and information for applicants
- Taking up references
- Other checks before interview
- Selection of candidates
- Interviewing short-listed candidates
- Offer of appointment to successful candidate
- Induction and supervision of newly appointed staff

-we remain alert to the risks to the safety of the children in our care.

INDUCTION AND TRAINING

When employing new staff the School follows Statutory Guidance on Safer Recruitment (see School [Safer Recruitment](#) Policy).

Every new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in school, receives appropriate training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the Headmaster. Child Protection training is also given to new governors and volunteers. All existing staff and governors have been given a copy of KCSIE (September 2016) to update their awareness of Child Protection issues. Everyone attends refresher training given by the DSL on a regular basis which is updated regularly in line with advice given by Kent Safeguarding Children Board. Training in child protection, e-safety and cyber-bullying in line with Kent Children Safeguarding Board guidelines is an important part of the induction process. If deemed appropriate staff must be responsive to factors such as female genital mutilation, radicalisation and mental health. More detail is set out in our policy on 'Induction of New Staff, Governors and Volunteers in Child Protection'.

All staff, including temporary staff and volunteers must be provided with induction training that includes:

1. Spring Grove School's Child Protection Policy
2. The Staff Code of Conduct/Behaviour Policy, including the Whistleblowing Policy (see Staff Handbook)
3. The identity of the DSL
4. A copy of Part 1 of KCSIE (September 2016) which includes information on the Prevent Duty which refers to the staff obligation to report any concerns about radicalisation and whether children might be drawn into terrorism.
5. Copy of the contact numbers for the Kent Safeguarding Children Board.

In accordance with EYFS Statutory Framework Section 3.6 the school trains all staff to understand the Safeguarding Policy and procedures and ensures that all staff have up-to-date knowledge of safeguarding issues. The school training enables staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour
- Deterioration in children's general well-being
- Unexplained bruising, marks or signs of possible abuse or neglect

- Children's comments which gave cause for concern
- Any reasons to suspect neglect or abuse outside the setting, e.g. in the child's home, and/or
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities or inappropriate sharing of images.

Induction Training for EYFS Staff will include:

- Help in understanding roles and responsibilities
- Information about emergency evacuation procedures
- Safeguarding and child protection
- The school's equality policy
- Health and safety issues.

On-going Training

Staff will receive annual safeguarding training and in addition, regular updates will be provided as required in order to provide staff with relevant skills and knowledge to safeguard children effectively.

Procedures

It is recognised that children need protection from:-

- Physical harm
- Emotional abuse
- Sexual abuse
- Neglect
- Harmful material on the Internet

KCSIE September 2016 also acknowledges the following as specific safeguarding issues:

- **Child sexual exploitation (CSE):** Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.
- **Female genital mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Since October 2015 every adult who is concerned about a child who may be at risk of FGM has had an obligation to report this. For more information linking to national guidance on FGM see www.gov.uk/government/publications/female-genital-mutilation-guidelines.
- **Radicalisation and the Prevent duty:** The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children, and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism".

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others."

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

DESIGNATED SAFEGUARDING LEADER

Rebecca Saxby, our Deputy Head, is our DSL. She has been fully trained for the demands of this role in child protection and inter-agency working, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children. She regularly attends courses with other child support agencies to ensure that she remains conversant with best practice. She undergoes refresher training every two years. She maintains close links with the Kent Safeguarding Children Board (KSCB) and reports at least once a year to the CP Governor on the child protection issues outlined above.

The school's records on child protection are kept locked in the DSL's classroom and are separated from routine pupil records. Access is restricted to the DSL, the EYDSL and the Headmaster.

The DSL will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - The DSL's concerns (all cases which concern a staff member)
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Liaise with the Headmaster to inform him of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The DSL should receive appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. "Early Help" means providing support as soon as a problem emerges at any point in a child's life and all staff should be aware of the Early Help process.
 - Have a working knowledge of how KSCB would conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff. This will include providing annual and regular updates as required.
 - Be alert to the specific needs of children in need, those with special educational needs and young carers.
 - Be able to keep detailed, accurate, secure written records of concerns and referrals.
 - Obtain access to resources and attend any relevant or refresher training courses.
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

- The DSL should ensure the school's policies are known and used appropriately:
 - Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
 - Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
 - Link with the KSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
 - Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

The Governor who oversees Child Protection is Tanya Lee (Pastoral Deputy Head, DSL, The King's School, Canterbury). All Governors are acquainted with KCSIE and are aware of their responsibilities.

The DSL meets annually with the CP Governor who will discuss CP matters and produce a report that will inform the whole governing body in their review of Safeguarding Policy and procedures.

Updates are given regularly to staff members following DSL refresher training, for example:

- E-Safety
- Sensitive and relevant issues: racism in schools

EARLY YEARS DISQUALIFICATION BY ASSOCIATION

In line with advice given by the DfE in support of KCSIE, staff can be disqualified from working at Spring Grove by association with others who would be disqualified under Childcare (Disqualification) Regulations 2009. Volunteers and casual workers who are directly concerned with the management of childcare provision, or who work on a regular basis, whether supervised or not, in relevant childcare, are within the scope of the legislation and are covered by this guidance.

Grounds for disqualification include that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad.
- Other orders have been made against them relating to their care of children.
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering.
- They are living in the same household where another person who is disqualified lives.

Disqualification will occur as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. DfE has advised that relevant convictions are not considered "spent" in this connection.

Spring Grove will identify people caught by the “by association” rule by asking existing and new employees to sign a self-declaration form. From February 2015 this will form part of the pre-employment check. The disqualification by association rule and advice applies to employees only, not to volunteers and governors.

Staff who fall within the “by association” rule may apply to Ofsted for a waiver of disqualification but such staff will not be able to work at Spring Grove until such waiver is confirmed. Although old but relevant convictions are not considered spent for the purposes of these regulations, the age of the conviction and a person’s subsequent record will be part of the consideration when Ofsted examine the circumstances to determine whether to grant a waiver.

RAISING AWARENESS WITH PUPILS

Spring Grove School prides itself on its culture of open and effective communication between staff and pupils and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgements and decisions. Time is allocated in PSCHEE and form time for discussion of child abuse / safeguarding issues and in developing in pupils the confidence which they require to recognise abuse and to stay safe.

All pupils know that there are adults to whom they can turn to if they are worried, including the key worker (Early Years), the form teacher and the Headmaster. In particular:

- Children are made aware in PSCHEE sessions, Assembly, Circle Time and via our Golden Rules that there are external agencies such as Child Line, CEOP, etc. where they can seek confidential help or advice.
- We provide informal leadership training to our senior pupils, which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- E-Safety awareness is embedded in the curriculum and we invite external speakers to address the issue with children (Years 1 – 6) as well as with parents in separate sessions.
- Useful websites include:
 - The UK Safer Internet Centre (www.saferinternet.org.uk)
 - CEOP’s Thinkuknow website (www.thinkuknow.co.uk)

See **E-Safety Policy & Staff Code of Conduct for ICT**

PROMOTION OF WELFARE

The ethos of Spring Grove School is to promote social and moral well-being, to teach pupils to take care of and to value themselves and to think in terms of making a positive contribution to society as adults. All our pupils take part in a large number of charitable activities. Many of our older pupils are involved in visiting and entertaining residents from our local care home, Brambles. We also enjoy a link with a Reception class school in the Eastern Cape of South Africa and provide regular support through charitable giving to the South African Schools’ Project (SASP). We see this as making an important contribution towards the development of the whole person enabling him/her to grow up to value society and make a personal contribution to it.

EQUAL TREATMENT

Spring Grove is committed to equal treatment for all regardless of sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil.

See **Equal Opportunities Policy**

BULLYING

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. Classroom management, staff development and leadership oversight of behaviour issues should all pay careful attention to nurturing an anti-bullying ethos within the school. In a case where a child is suffering or likely to suffer significant harm including that which needs to be referred to local agencies. It would be an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being 'at risk'.

See **Anti-Bullying Policy**

COMPLAINTS

We hope that you and your child do not have any complaints about our school. However, we attend to every complaint and have developed a system to ensure that complaints are properly dealt with.

There has been one complaint made over the past year which has required the intervention and the implementation of the Complaints Policy. Various concerns including allegations of bullying which have been made over the past year are documented in a separate document entitled "**Registration of Complaints re issues including bullying, dissatisfaction with school, racism**" and is maintained by the Headmaster and kept on the Admin Server.

See **Complaints Policy**

INTERACTION WITH PUPILS AND STAFF CODE OF CONDUCT RELATING TO CHILD PROTECTION PROCEDURE

See statement on Whistle-blowing on page 6 of this policy.

AWARENESS AND AVOIDANCE OF RISK

(For staff: see **Full Staff Handbook & Supplementary Staff Handbook** on *Staff on C-Server* network)

All staff should be aware of the risks of abuse (by adults and other young people) and should take steps to reduce those risks.

- Never think that abuse is impossible in your school, or that an accusation against someone you know well and trust is bound to be wrong
- Never blur the line between professional and personal life. This needs special attention in a school where we spend large amounts of time together

- All staff will have an Enhanced DBS. Upon staff recruitment, a specific request to referees as to the candidate's suitability to work in a school environment will be included
- From 2015: all staff are required to declare all members of their household are not barred from working with children
- Our Safer Recruitment Policy & Training is designed to minimise all risk in the recruitment process.

Staff need to be aware of how they interact with pupils. The current climate of suspicion with regard to child abuse poses dilemmas for caring adults. This is particularly true in a school like Spring Grove, where a pride is taken in fostering a family atmosphere. In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact has to be restrained by a considered assessment of the situation. This does not mean that physical contact is never permissible, but there must be limits, and contact outside of these limits must be justified if necessary. Limits will vary according to the age of the child and the role of the member of staff.

The following guidance is offered as a starting point for further development through staff training:

- Try as far as possible to avoid being alone in a room with a child: where one to one teaching/counselling needs to occur, try to leave the door open or arrange to be within earshot or vision of others. (Music & LAMDA lessons, SEN tuition and occasional trips such as individual music exams will require one to one supervision)
- Excursions out of the school, especially residential excursions should have a sufficient number of adults to provide proper supervision
- In cases where it has not been possible to carry out DBS checks on staff or when DBS clearance has been delayed through procedures not the responsibility of the school, these staff will not be allowed to be alone with a child
- Restraint should only be used where necessary to prevent children at imminent risk of harming themselves or others or inflicting damage to property. Colleagues should be summoned where possible to be present to witness or assist
- Demeaning or salacious remarks should never be made to or in the presence of children. Remarks about a child's physical characteristics or development could fall into this category
- Share any concerns with the DSL, if you suspect that a child is becoming inappropriately attached to you or to another member of staff or voluntary helper
- Supervision of changing in designated changing rooms or in classrooms (for younger children) requires care and sensitivity. KS1 boys and girls will be able to change together in classrooms (unless cultural or religious requirements dictate otherwise). KS2 children use separate changing rooms.

FURTHER GUIDANCE (USEFUL TIPS)

● PHYSICAL CONTACT WITH PUPILS

There are occasions when physical contact with a pupil may be proper or necessary, other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, music lessons, sports coaching or CDT, or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

There may be some children for whom touching is particularly unwelcome. This may be for example because of their cultural background, or because they have been abused. It is important that all staff receive information on these children. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence, and staff should be aware that even innocent and well-intentioned physical contact can sometimes be misconstrued.

▪ **SCHOOL TRIPS**

Staff taking pupils on school trips should ensure that they are in mixed groups and that staff members of both genders are present. If trips are residential, staff should ensure that they do not enter pupils' bedrooms/bathrooms on their own, unless the situation necessitates this.

▪ **PROCEDURES FOR SPEAKING TO A CHILD ON HIS/HER OWN**

If a member of staff has occasion to speak to a pupil alone, they should take steps to ensure that they do not put themselves in a position whereby they could be accused of improper behaviour, and have no witnesses to support them. Procedures which could be followed include:

- Leaving the door of the room open
- Locating yourself near a window, so that you can be seen by passing staff.

▪ **TAKING PUPILS IN YOUR CAR**

Staff should not take pupils home, or elsewhere, in their own cars. If an emergency necessitates this, the pupil should sit in the back of the car and his/her parents/guardians should be informed that the journey is about to commence. On arrival at the destination, the responsibility for the pupil will be formally transferred to the parent/guardian.

▪ **TEACHING AND LEARNING STYLES**

Teaching and learning styles which provide opportunities for pupils to involve themselves in discussions in an atmosphere of trust, acceptance and tolerance are encouraged. We must be ready to adapt our teaching styles to different pupils' needs.

● **ENVIRONMENT**

All members of staff should strive to create an environment where all pupils in the school feel valued. Pupils should be encouraged to articulate their feelings and wishes, and they should be listened to.

▪ **AS ADULTS, WE SHOULD TRY TO ENSURE THAT WE:**

- Rarely show anger & do not shout
- Do not give whole class punishments
- Admit our mistakes and apologise for them
- Listen to all sides in any dispute
- Are more often positive than negative
- Value what children have to offer
- Show genuine pleasure when appropriate
- Start afresh after any incident.

COMPLAINTS

Involving parents when an incident occurs with their child, and showing them this policy which staff adhere to, should help to avoid complaints from parents. It will not prevent all complaints and a dispute about the

use of force by a member of staff could lead to an investigation, either under disciplinary procedures or by the Police and Social Services department under Child Protection Procedures. In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances. It would be likely to take account of the school's policy on restraint, whether that had been followed, and the need to prevent injury, damage or disruption in considering the circumstances of the case.

REVIEW

The Child Protection policy is submitted at least once a year, or as necessary following any significant changes, to the Governors and signed off by the Chair of Governors. This will include an update and review of the effectiveness of procedures and their implementation. Governors should also ensure that the school contributes to interagency through effective communication and good cooperation with local agencies. The implementation of these policy provisions will be checked through discussion with proprietors and the DSL, and by scrutiny of the relevant board minutes and available evidence underpinning the review (e.g. any written report or information presented to governors to support the review, training records, referral information in respect of requests for help and support for individual children, issues and themes which may have emerged in the school and how these have been handled, contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters). Minutes should therefore be sufficiently detailed to demonstrate both breadth and depth of the review. If there is a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

The Governors will ensure that any faults are rectified, by the DSL and the Governor responsible for Child Protection following their review.

Mrs R Saxby
Deputy Head and DSL, Spring Grove School (Wye)
March 2017

VERSION 1
Status: Approved by SMT, awaiting review by C&R Located: Policies folder on (Google Drive; electronic)

VERSION CONTROL								
Version No.	Created	Authors	Review Date	Reviewer	Approved SMT	Approved Governors	Disseminated	Next Review Date
V1	Mar 2017	R Saxby			Mar 2017	Mar 2017	Mar 2017	-
V2			June 2017	Saxby, B Jones, C Clarke	June 2017	August 2017	August 2017	June 2018

V3			June 2018					June 2019
V\$			June 2019					June 2020

Senior Management Team - SMT / Board of Governors - G / Compliance and Risk Committee - C&R / Education Committee - E / Finances and General Purposes Committee - F&GP / Strategy and Development Committee - S&D

APPENDIX

WHAT IS ABUSE?

All staff members should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

- All staff should have an awareness of safeguarding issues and behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting which put children in danger.
- All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not be limited to bullying (including cyber bullying), gender-based violence / sexual assaults and sexting. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

In addition as noted in the main body of the policy, all staff need to be mindful of the following:

Child sexual exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.

Female genital mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Since October 2015 every adult who is concerned about a child who may be at risk of FGM has had an obligation to report this.

Radicalisation and the Prevent duty

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children, and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism".

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others."

Peer on peer abuse and the wider school community

Keeping Children Safe in Education 2016 asks us to have regard to several specific issues, including peer on peer abuse, gangs and sexual exploitation. These issues should be considered by staff not only in the school environment, but also in the wider community. Peer on peer abuse can range from playground fights and bullying to sexualised behaviour, or in some cases, the targeting of vulnerable children by other children to extort money and goods. There is increasing evidence in some parts of the County of children being targeted and groomed to join gangs, sometimes by outsiders but also by fellow pupils. Observation by school staff of what is happening in informal times such as playtime or lunchtime can be vital and observing what is happening around the wider school environment can be equally important. Staff also need to be aware of the security of the school boundary and who else may be observing or contacting your children or vulnerable parents. Staff who may have less formal contact with pupils or who may live and work in the same community for example midday meal supervisors, pastoral staff and teaching assistants can be vital in addressing these issues.

INDICATORS OF ABUSE

The following lists are neither definitive nor exhaustive. The information has to be used in context with a range of other information related to a child's circumstances. Signs of possible abuse:

Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries or delay in reporting them
- Excessive physical punishment
- Arms and legs kept covered in hot weather
- Fear of returning home
- Aggression towards others
- Running away

When considering the possibility of non-accidental injuries, remember that injuries may have occurred for other reasons e.g. genuine accidents or medical disorders.

Physical Neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness, or unexplained non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing

- Neglect may occur during pregnancy as a result of substance abuse

Emotional Abuse:

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- “Neurotic” behaviour (e.g. rocking, head banging)
- Self mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

Sexual Abuse:

Not all children are able to tell, or are believed by parents. Changes in behaviour may be a signal that something has happened. It is important to remember that there may well be no physical or behavioural signs. The following indicators may show that a child is troubled, but not through sexual abuse. The child may have some of these signs or none at all. It is a combination, frequency and duration of signs that can alert you to a problem.

Behavioural:

- Lack of trust in adults, or over familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, needing a nightlight)
- Running away
- Reluctance or refusal to participate in physical activity or to change clothes for activities
- Low self-esteem
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond their years
- Unusual interest in the genitals of adults, children or animals
- Expressing affection in an inappropriate way
- Fear of bathrooms, showers, closed doors
- Abnormal, sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour/sexual promiscuity
- Stealing
- Psychosomatic factors e.g. recurrent abdominal pains or headache

Physical:

- Sleeplessness, fear of the dark, nightmares

- Bruises, scratches, bite marks to the thighs or genital area
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety, depression
- Eating disorder e.g. anorexia or bulimia
- Discomfort/difficulty in walking/sitting
- Venereal disease
- Soiling or wetting in children who have been trained
- Self mutilation/suicide attempts

Annex A (KCSIE, September 2016) contains important additional information about specific forms of abuse and safeguarding issues. All staff members who work directly with children should read Annex A.

Spring Grove's Policy Use of Mobile Phones and Cameras in Early Years

Use of Mobile Phones and Cameras

Staff may bring mobile phones into the department but should be aware that they are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations. Mobile phones should be kept out of reach of children. Personal use of mobile phones is limited to lunch and/or tea breaks. Should staff need to take a call on their mobile they should do so in a room away from any children. Under no circumstances should mobile phones be used in toilets, changing room, nappy changing areas and sleeping areas. Recording, taking and sharing of images, videos and audio on any mobile phone is not permitted.

CLASS CAMERA

Photographs, video and audio recordings of the children should be taken on a **school-designated camera** which has been sanctioned for use by the Headmaster. Downloading of the photographed images and any printing of photographs must be carried out on school premises.

POLICY IN MAIN SCHOOL

Different arrangements operate in the Pre-Prep and Main School in so far as the children and staff move more frequently about the school. However, strict discipline with regard to use of mobile phones and cameras remains in place. When supervising children at a distance from the main school office and therefore immediate contact (such as the school playing fields) it is regarded as sensible to carry a mobile phone in the event of an emergency: this will include occasions when EY children may also be playing on the same field as the older children.

If a teacher requires to use a mobile phone, it is expected that this will be done out of earshot and away from any teaching area. Teachers will however conform to the expectations as set out in the Early Years Policy and will ensure that they do not put themselves in compromising situations through the misuse of mobile phones or cameras.



Spring Grove Referral Form for Staff Use and Reporting to DCPC

SAFEGUARDING CHILDREN AT SPRING GROVE SCHOOL

Record of Concern

Name of Child:

.....

Date of Report:

.....

Date of Incident / disclosure:

.....

Name of staff member recording incident:

.....

Details of Incident

Signed by

Child Protection/Safeguarding

updated June 2017

Staff to talk to at Spring Grove if you have any safeguarding concerns:-

Becky Saxby	Designated Safeguarding Leader (DSL)
Carol Clarke	Early Years DSL
Bill Jones	Deputy DSL

Anyone may phone these numbers directly if they wish to seek advice or report a concern:

Concerns about a child **03000 411111**
 Out of Hours Number **03000 419191**

There is a central telephone number for the **LADO – Local Area Designated Officer in Kent** when they have concerns about a member of staff.

The number is **03000 410888**

Contact details for advice and support about extremism: 03000 411111

Staff can also contact Kent Police on 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 02073407264 and counter-extremism@education.gsi.gov.uk

Or email the Kent Channel coordinator directly at channel@kent.pnn.police.uk

Prevent

Serious concerns: Police 101
 UK anti-terrorist hotline 0800 789 321
 (www.gov.uk/report-terrorism)

Immediate threat 999

FGM

FGM helpline 0800 028 3550

KENT COUNTY COUNCIL

EYFS – Education Safeguarding Team Contacts – June 2017

Concerns would be referred to the office representing the area in which a pupil normally resides. Spring Grove School is situated in South Kent.

Head Office – Sessions House		
Room 2.04, Sessions House, County Hall, Maidstone, ME14 1XQ		
Room 2.04	Claire Ray Principal Officer (Safeguarding)	Office: 03000 415788 Mobile: 07920 108828 Email: claire.ray@kent.gov.uk
	Shirley Glasgow Safeguarding Admin Support Kay Ashman Safeguarding Admin Support (part-time)	
	Rebecca Avery Education Safeguarding Adviser – Online Protection	Office: 03000 415797 Mobile: 07789 968705 Email: rebecca.avery@kent.gov.uk or for general enquiries: esafetyofficer@kent.gov.uk
	Ashley Assiter e-safety Development Officer	Office: 03000 422148 Mobile: 07545 743310 Email: ashley.assiter@kent.gov.uk or for general enquiries: esafetyofficer@kent.gov.uk
	Mike O’Connell Education Safeguarding Adviser (Training and Development)	Office: 03000418707 Mobile: 07740183807 mike.o’connell@kent.gov.uk

North Kent – Worrall House (Dartford, Gravesham, Sevenoaks)

30 Kings Hill Avenue, West Malling, ME19 4AE

Lorrissa Webber Area Safeguarding Adviser (Education)	Office: 03000 412445 Mobile: 07740 183798 Email: lorrissa.webber@kent.gov.uk
Linda Funnell Safeguarding Admin Support (Part-time)	

West Kent – Worrall House (Tonbridge & Malling, Tunbridge Wells, Maidstone)

30 Kings Hill Avenue, West Malling ME19 4AE

Robyn Windibank Area Safeguarding Adviser (Education)	Office: 03000 412284 Mobile: 07540677200 Email: robyn.windibank@kent.gov.uk
Linda Funnell Safeguarding Admin Support (part-time)	

East Kent – Brook house (Swale, Canterbury, Thanet)

Brook House, Reeves Way, Whitstable, CT5 3SS

Catherine Holmberg Area Safeguarding Adviser (Education)	Office: 03000 418503 Mobile: 07786 191359 Email: catherine.holmberg@kent.gov.uk
Katie Agnew Safeguarding Admin Support (part-time)	

South Kent – Kroner House (Ashford, Shepway, Dover)

Kroner House, Eurogate Business Park, Ashford, TN24 8XU

Peter Lewer Area Safeguarding Adviser (Education)	Office: 03000 415648 Mobile: 07917 602413 Email: peter.lewer@kent.gov.uk
Lin Storton Safeguarding Admin Support (part-time)	

Central Duty Office: 03000 41 11 11

Urgent child protection issue outside of office hours, call the **Central Duty** Out of Hours Number: 03000 41 91 91

Early Help & Preventative Services: earlyhelp@kent.gov.uk or ring 03000 419222

Local Authority Designated Officer Contacts

The LADO Team deal with allegations against staff who work with children either in education or the wider workforce

If you need to speak to the LADO Team regarding an **allegation** against a member of staff **please call any member of the LADO Team number**. Your details will be taken and passed to the intake officer. The same intake officer will support you through the process until the matter has been resolved. Please note that the team no longer works on an area basis.

<p>LADO Team contact number: 03000 410 888 Now it's just one number for the whole LADO Team covering Kent Local Authority Email: kentchildrenslado@kent.gov.uk</p>	
Kroner House	
Becky Cooper LADO Team Manager (Tue/Wed/Thu/Fri)	
Jinder Pal Kaur LADO	Yetunde Areeson LADO
Elaine Coutts (Tue/Wed/Thu/)	Nicola Collis LADO (Temporary)
<p>Admin Officer: Emma Cumberbatch Admin Officer: Jane Davey</p>	

If a call is urgent i.e. **a child is in immediate danger**, and the call **cannot** go through to the officer on **Duty**, the call should go through to the **Central Referral Unit on: 03000 41 11 11**

Urgent child protection issue outside of office hours, Call the **Central Duty** Out of Hours Number: 03000 41 91 91

